






# Manitoba Standards Alignment

*The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:*

Physical Education/Health Education		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7	K.4.7.A.3 Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions.		✓	
Grade 8	K.5.8.A.1 Examine positive and negative health habits of daily living for self and/or others.		✓	

Grade 8	<p style="text-align: center;">K.5.8.A.2</p> <p>Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...).</p>		✓	
Grade 8	<p style="text-align: center;">K.5.8.C.1a</p> <p>Evaluate information related to healthy body weight and body image.</p>		✓	
Grade 8	<p style="text-align: center;">S.5.8.A.3a</p> <p>Develop a personal plan that includes daily health practices (e.g., physical activity participation, healthy food choices, positive thinking...) to maintain a healthy body.</p>		✓	
Grade 10	<p style="text-align: center;">K.4.S2.A.3</p> <p>Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles.</p>	✓	✓	✓

<p><b>Grade 10</b></p>	<p>K.5.S2.A.2</p> <p>Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.</p>			
<p><b>Grade 10</b></p>	<p>K.5.S2.C.1a</p> <p>Determine the nutritional value of a variety of foods (e.g., fast foods, fad diets, snack foods...) using Canada's Food Guide to Healthy Eating (CFGHE) and other resources.</p>			
<p><b>Grade 10</b></p>	<p>K.5.S2.C.1b</p> <p>Explain the importance of daily food choices for health promotion at various life stages (e.g., fetal development, childhood, adolescence, senior years...) and for the prevention of chronic disease (e.g., heart disease, cancer, type II diabetes, osteoporosis...).</p>			

Science		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7	7-0-8d Describe examples of how technologies have evolved over time in response to changing needs and scientific advances.			✓
Grade 7	7-0-8g Discuss societal, environmental, and economic impacts of scientific and technological endeavours. Include: local and global impacts.			✓
Grade 7	7-0-9e Be sensitive and responsible in maintaining a balance between the needs of humans and a sustainable environment.	✓		✓
Grade 7	7-0-9f Consider both immediate and long-term effects of their actions.	✓	✓	✓
Grade 7	7-1-05 Identify and describe positive and negative examples of human interventions that have an impact on ecological succession or the makeup of ecosystems.	✓		

<b>Grade 7</b>	7-1-06 Identify environmental, social, and economic factors that should be considered in the management and preservation of ecosystems.	✓		
<b>Grade 8</b>	8-0-8d Describe examples of how technologies have evolved over time in response to changing needs and scientific advances.			✓
<b>Grade 8</b>	8-0-8g Discuss societal, environmental, and economic impacts of scientific and technological endeavours. Include: local and global impacts.			✓
<b>Grade 8</b>	8-0-9e Be sensitive and responsible in maintaining a balance between the needs of humans and a sustainable environment.	✓		✓
<b>Grade 8</b>	8-0-9f Consider both immediate and long-term effects of their actions.	✓	✓	✓
<b>Grade 8</b>	8-4-17 Identify substances that may pollute water, related environmental and societal impacts of pollution, and ways to reduce or eliminate effects of pollution.	✓		

<b>Senior 1</b>	S1-0-8d Describe examples of how technologies have evolved in response to changing needs and scientific advances.			✓
<b>Senior 1</b>	S1-0-9e Be sensitive and responsible in maintaining a balance between the needs of humans and a sustainable environment.	✓		✓
<b>Senior 1</b>	S1-0-9f Demonstrate personal involvement and be proactive with respect to STSE issues.	✓	✓	✓
<b>Senior 2</b>	S2-1-07 Describe potential consequences of introducing new species and species extinction on an ecosystem.	✓		
<b>Senior 2</b>	S2-1-10 Investigate how human activities affect an ecosystem and use the decision-making process to propose a course of action to enhance its sustainability.	✓		
<b>Senior 2</b>	S2-4-08 Discuss potential consequences of climate change.	✓		
<b>Grade 11 Biology</b>	B11-1-01 Increase awareness of personal wellness, as well as personal and family health history.		✓	

<b>Grade 11</b> Biology	B11-1-03 Recognize how individual wellness choices affect others.	✓	✓	✓
<b>Grade 11</b> Biology	B11-2-09 Identify dietary sources for each of the six basic types of nutrients— carbohydrates, lipids, proteins, vitamins, minerals, and water.		✓	
<b>Grade 11</b> Biology	B11-2-10 Evaluate personal food intake and related food decisions.	✓	✓	✓
<b>Grade 11</b> Biology	B11-2-12 Use the decision-making process to investigate an issue related to digestion and nutrition.	✓	✓	✓
<b>Grade 11</b> Biology	B11-3-17 Identify personal lifestyle choices that contribute to cardiovascular and respiratory wellness.		✓	
<b>Grade 12</b> Biology	B12-5-01 Discuss a variety of reasons for maintaining biodiversity.	✓		
<b>Grade 12</b> Biology	B12-5-02 Describe strategies used to conserve biodiversity.	✓		✓

<b>Senior 3</b> Current Topics in the Sciences	GLO B Explore problems and issues that demonstrate interdependence among science, technology, society, and the environment.	✓		✓
<b>Senior 3</b> Current Topics in the Sciences	SLO B1 Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally			✓
<b>Senior 3</b> Current Topics in the Sciences	SLO B3 Identify the factors that affect health and explain the relationships of personal habits, lifestyle choices, and human health, both individual and social.		✓	
<b>Senior 3</b> Current Topics in the Sciences	SLO B5 Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.	✓		✓
<b>Senior 3</b> Current Topics in the Sciences	SLO C3 Demonstrate appropriate critical thinking and decision-making skills and attitudes when choosing a course of action based on scientific and technological information.	✓	✓	✓





Social Studies		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7	7.4.2 Give examples of the impact of human activity on the natural environment in a society of Europe or the Americas. Examples: endangered plant and animal species, reforestation, restoration of wetlands...	✓		
Grade 7	KE-052 Identify issues related to food production and distribution in a society of Europe or the Americas.	✓	✓	✓
Grade 7	KE-053 Describe sustainable development issues in a society of Europe or the Americas.	✓		
Grade 7	KL-026 Identify human activities that contribute to climate change	✓		✓
Grade 7	KL-027 Describe social, environmental, and economic consequences of climate change.	✓		



<b>Grade 7</b>	VE-017 Be willing to consider the consequences of their consumer choices.	✓	✓	✓
<b>Grade 9</b>	KG-036 Give examples of decisions that reflect the responsibilities of global citizenship. Include: personal and national decisions.	✓	✓	✓
<b>Grade 9</b>	KE-051 Analyze possible consequences of their consumer choices.	✓	✓	✓
<b>Grade 9</b>	KL-028 Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.	✓		✓
<b>Grade 9</b>	VE-017 Be willing to consider the impact of their consumer choices.	✓	✓	✓
<b>Grade 9</b>	VG-012 Be willing to consider local, national, and global interests in their decisions and actions.	✓	✓	✓
<b>Grade 9</b>	VL-007 Be willing to make personal choices to sustain the environment.	✓		✓





<b>Grade 10</b>	KG-037 Give examples of the potential impact of climate change on food production.	✓		✓
<b>Grade 10</b>	KH-034 Give examples of ways in which food production has changed over time. Examples: soil conservation strategies, technological change.			✓
<b>Grade 10</b>	KI-005 Identify human factors affecting the production and use of various types of food. Examples: cultural, economic, political, environmental, marketing...	✓	✓	✓
<b>Grade 10</b>	KL-023 Describe the impact of various agricultural practices on the physical environment. Examples: soil erosion, water quality, soil fertility.	✓		
<b>Grade 10</b>	KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. Examples: mining, forestry, water.	✓		✓

<b>Grade 10</b>	S-103 Promote actions that reflect principles of environmental stewardship and sustainability.	✓		✓
<b>Grade 10</b>	S-302 Draw conclusions and make decisions based on research and various types of evidence.	✓	✓	✓
<b>Grade 10</b>	S-303 Reconsider personal assumptions based on new information and ideas.	✓	✓	✓
<b>Grade 10</b>	S-307 Propose and defend innovative options or solutions to address issues and problems.	✓		✓
<b>Grade 10</b>	VG-008 Be willing to consider the social and environmental impacts of their consumer choices.	✓		✓
<b>Grade 10</b>	VI-003 Be willing to consider diverse views regarding the use of natural resources.	✓		✓

<b>Grade 10</b>	VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.	✓		✓
<b>Grade 10</b>	VL-006 Be willing to consider the environmental consequences of their food choices.	✓		✓
<b>Grade 10</b>	VP-009 Be willing to consider the implications of personal choices regarding natural resources.	✓		✓
<b>Grade 10</b>	VP-010 Be willing to consider the economic and political influence of their food choices. Examples: food fashions, food aid, food shortages.	✓		✓

<p><b>Grade 12</b> Global Issues: Citizenship and Sustainability</p>	<p>Learning to Know</p> <p>Acquire knowledge and understanding, and think critically about our complex and changing world.</p> <ul style="list-style-type: none"> <li>-Develop ecological literacy through an understanding of the interdependence of society, the environment, and the economy.</li> <li>-Be open to new ideas and divergent thinking.</li> <li>-Seek knowledge from diverse sources and perspectives.</li> <li>-Use creative, critical, and systems thinking to address complex questions.</li> <li>-Conduct focused in-depth inquiry.</li> <li>-Explore alternative approaches to issues without fear of challenging the status quo.</li> <li>-Engage in long-term thinking, and articulate a vision for a sustainable future</li> </ul>			
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<p><b>Grade 12</b> Global Issues: Citizenship and Sustainability</p>	<p style="text-align: center;">Learning to Do</p> <p>Learn to participate effectively in local, national, and global communities.</p> <ul style="list-style-type: none"> <li>-Act responsibly towards self, others, and the environment.</li> <li>-Be willing to let go and give back, and to make changes so as to live sustainably.</li> <li>-Be an empowered and committed agent of change, willing to take a stand and engage in action for a sustainable future.</li> <li>-Cultivate and share personal skills, talents, and gifts.</li> <li>-Practise helpfulness and share hopefulness.</li> <li>-Demonstrate care and respect through language and actions.</li> <li>-Apply intuitive and innovative thinking and decision-making skills.</li> <li>-Plan informed courses of action.</li> </ul>			
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<p><b>Grade 12</b> Global Issues: Citizenship and Sustainability</p>	<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none"> <li>-Our ecological footprint is exceeding Earth’s capacity to sustain biodiversity and human life.</li> <li>-Our decisions and actions matter; they have social, environmental, economic, and political consequences.</li> <li>-Individuals, groups, governments, and corporations have the power to effect change and the responsibility to contribute to a sustainable future.</li> <li>-The media do not provide neutral reflections of reality; they affect our decisions and actions.</li> <li>-A global economic system that depends upon and perpetuates unrestrained consumerism is unsustainable.</li> <li>-Economic and technological development has contributed greatly to society, but often with harmful human and environmental consequences.</li> </ul>			
<p><b>Grade 12</b> Global Issues: Citizenship and Sustainability</p>	<p style="text-align: center;">Take Action</p> <ul style="list-style-type: none"> <li>-Minimize your ecological footprint, and live more responsibly (e.g., use fewer nonrenewable resources; reduce waste; limit dependence on petrochemicals; seek sustainable and ethical food choices...).</li> <li>-Recognize the consequences of your decisions, and take action as a citizen for a sustainable and just future for all.</li> <li>-Be an ethical decision-maker, take a stand to support quality of life for all, and challenge the unethical and the unsustainable</li> <li>-Make consumption decisions that follow ecological and ethical principles, and be respectful of nature, self, and society in your actions.</li> </ul>			





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